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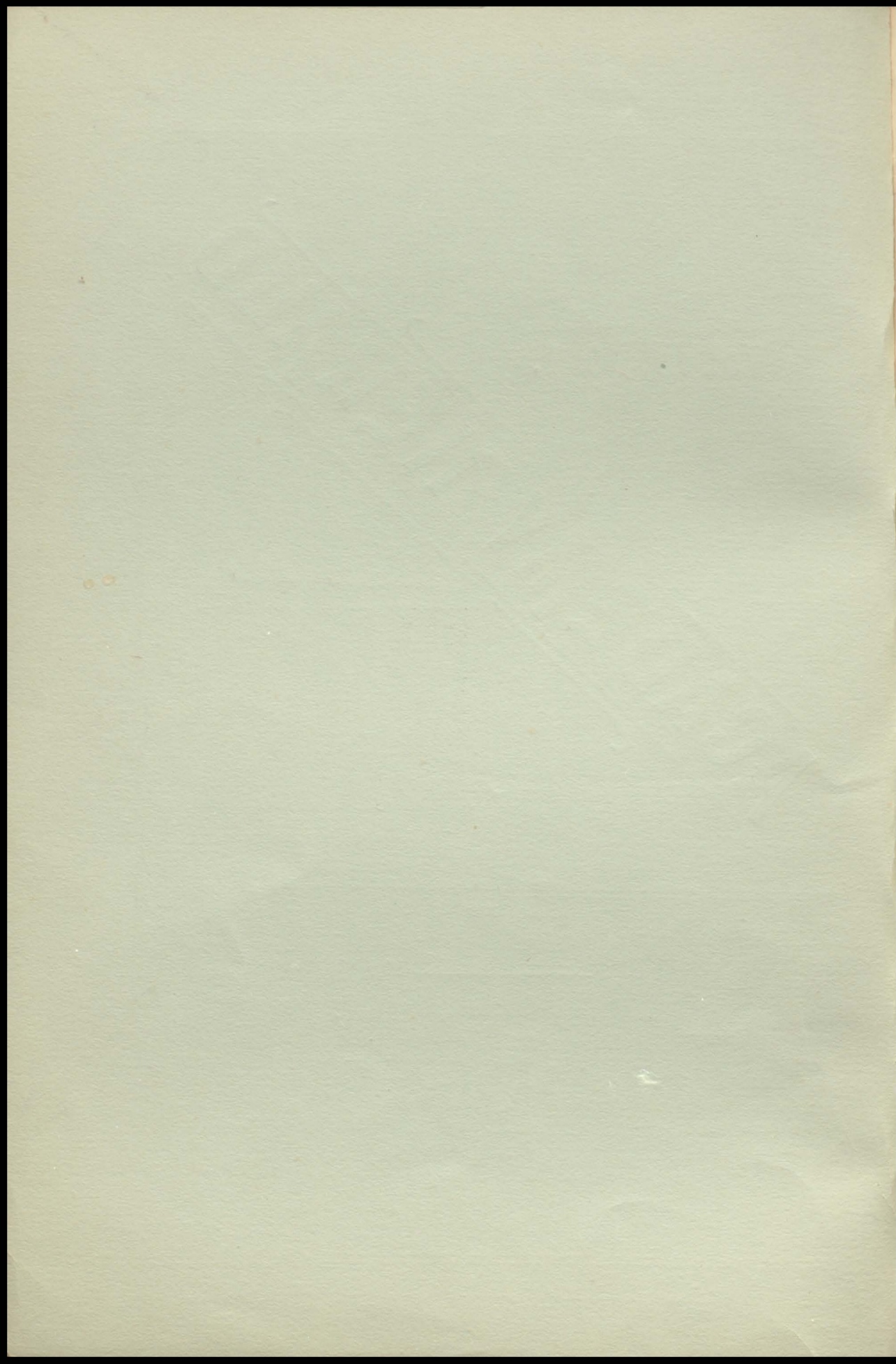
ACADEMY HERALD



GOULD'S ACADEMY.

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The Academy Herald.

The Academy Herald. Editorial.

Editorial Board.

GOULD'S ACADEMY.

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Resident Editor.

Resident Editor.

Editorial Board.

Editorial Board.

Editorial Board.

Editorial Board.

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The Academy Herald.

VOL. III.

BETHEL, MAINE, NOVEMBER, 1898.

NO. 1.

The Academy Herald,

Editorial.

DEVOTED TO THE INTERESTS OF

GOULD'S . ACADEMY.

—PUBLISHED BY THE STUDENTS.—

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DARKNESS AND LIGHT.

Slowly comes the gentle twilight,
Slowly fades the setting sun;
From the trees the leaves are falling
From the wood the night birds calling
Tell us one more day is done.

Darkness reigns, the landscape hiding;
All its terrors stalk abroad:
Yet, one by one, stars shining o'er us,
And the moon rising before us,
Tell us of a loving God.

All His glory shines above us,
Darkness seems to pass away,
Emblems of His loving kindness,
Showing to us our own blindness,
Telling of eternal day,

Where shall be no night or sorrow,
Friends or objects dear to hide;
When we hear the sweet bells ringing,
And the angel voices singing,
Then shall we be satisfied.

G. F. '99.

WITH the beginning of another school year, a new editorial staff has been chosen. We recognize the meritorious work of our predecessors; and, while we do not hope to surpass their efforts, we shall do our best to make this issue interesting to students and to many kind patrons in whose hands the financial success of a school-paper always rests. Few persons are aware of the labor required to publish a school-paper. Few are aware of the many discouragements which editors receive from those who are unwilling to purchase or to advertise. But even these discouragements and rebuffs are of some value, for they teach us what to expect when we shall have sailed from the harbor of youth out upon the open sea of life, and will prepare us, in a measure, to buffet life's tides and tempests for ourselves.

THE present term has begun with every indication of a successful year. The trustees have spared no pains in repairing the damage caused by the fire, which, during the winter term, so nearly destroyed our Academy, and to-day the building is better than ever before. There is a marked increase over last year's attendance. The corps of teachers has been increased to meet the demands of the larger number of students. We miss Mr. Field, who, during the past year, labored so faithfully among us; but two new teachers have come into our midst, Miss Alice Purington, and Mr. David D. Spear, A.B., of Bowdoin, and have already won their

way into the hearts of their pupils by the kind interest which they manifest, and by their evident capability as instructors. May the same good will which has bound teachers and students together in the past, continue to exist, for without it no school can be a success.

HOW can we, the students of Gould's Academy, most improve our school and be of greatest assistance to each other? This is a question which should certainly be considered by every boy and girl at old G. A. The answer is evident. If we try to remember and obey each wish of our teachers, are always respectful toward them and toward each other, and are careful to speak truthfully, cheerfully, and kindly at all times, we shall acquire habits which will not only benefit our school but be of the greatest value to ourselves in later life. It should devolve particularly upon the members of the upper classes to render all possible assistance to the lower classmen in their studies, and in the many little troubles which are constantly arising before them. In selecting a school where in their children may be educated, parents consider not only the opportunities there presented of acquiring knowledge, but the moral reputation of its students. Let us, therefore, individually and as a school, strive by our conduct and scholarship to win for our Academy a reputation which shall be unsurpassed by any similar institution.

HABIT is the tendency or inclination to perform any act, which is acquired by its repetition." If we frequently perform some action, it becomes easier and easier, until it is finally involuntary and seems a part of our being. This principle of habit applies to both mind and body. Habits are most easily formed in youth, and the early habits of a child are usually an index to its mature years. There is a boy. He is fond of excitement. He cannot content himself with sitting at home in the evening and reading, as his parents do. They, instead of engaging him in some good game that will interest him and keep him contented, allow him to

"go down street for a little while." He mingles with the crowds that always gather upon street corners; he listens to their profane language and vile stories. Some of the boys are smoking. No, he will not smoke for he has been told not to. He is, finally, however, persuaded to take a whiff. This is repeated on succeeding nights, and the habit of smoking is acquired. If the custom of "going down street" is not abandoned, he will be led on into the saloon and soon fall a prey to all the vices that beset mankind: and a life is ruined.

Do we, students, realize that we are now passing through the most critical stage of our lives? Do we realize that we are now forming the greatest of all habits, the habit of living character? Let us write that truth upon our hearts; let us keep it constantly before our eyes; let us by every thought and deed, try to form habits of goodness and purity, habits of patient, persevering industry before which all obstacles are shattered, and whose only motto is "success."

"NOTHING great was ever achieved without enthusiasm," says Emerson. As well may it be said that nothing great was ever achieved without *ambition*. The man who goes through life without a purpose, can not hope to attain any worthy end. The word ambition, means a great desire for success; not a desire to do some great deed simply for the reputation which it will give us; not a wish to outshine others; but an intention to achieve greatness because we feel that it is every man's duty to do his best. We should not try to accomplish everything. He who tries to succeed in all things will succeed in nothing. But let us find for what we are best adapted and then, by every power of mind and body, strive to excel in that particular branch.

WITHIN every mind there are natural endowments which life's duties and privileges are destined to bring to the surface. Among the many agencies which co-operate in cultivating and enlarging upon natural ability, the school is by far the most important.

By its development of the intellect and the influence of its discipline and of its pleasant associations, it has an influence upon the young mind which nothing else can equal. Do we appreciate the privileges we now enjoy? Do we consider the advantages given us by our efficient corps of teachers? In our school relations, do we realize the great effect of deeds of unselfishness and acts of love? Let us consider these questions candidly, and so conduct ourselves that we may be able to look back upon the days spent at "Old Gould's," with satisfaction, not with regret.

WE, who are still in school, have not been able to render to our country in the recent war—and how much less disagreeable that sounds than the "present war"—the material aid others have given her. But let us remember that, despite his bravery, it is not so much "the man behind the guns," who wins the victory, as it is the men behind "the man behind the guns," who by their prayers, advice, and support, are helping the country in her hour of peril and are striving to uphold the "nation's honor." It has been said that education is a better safeguard for the liberty of a people than a standing army; and we need not despair of being of some service to our country and to the world, as long as we strive to obtain, while we may, an education that will fit us for whatever may come to us in the future, whether as members of a court of arbitration to prevent some future war, or as participants in the war itself. It is patriotic to "strike for our altars and our fires"; but is it not patriotic, also, to learn our Geometry lesson and to translate our Latin to the best of our ability? Thus, not only by the added knowledge, but by the effort we put forth to add that knowledge, we broaden ourselves, in a measure, for the duties that will come to us when we go from "school-life into life's school." We are prepared for greater duties in proportion as we are faithful to the smaller ones; and though we cannot all fight the nation's battles, we can all make good loyal American men and women, true to ourselves, our country, and our God.

Literary.

STUDENT LIFE IN NEW YORK CITY.

NEW YORK CITY an educational centre where there is any student life! "It is absurd", would say a majority of the people in this country to whom such a statement might be made. They would acknowledge that it is a shipping centre, a banking and financial centre, a business centre, or a centre of population; but would declare that New Yorkers cannot stop long enough from money getting to give their attention to education, much less to make their city a centre of education. This is a wrong idea. New Yorkers have money to spend on education as well as on other things; and, moreover, where are found the teeming centres of human life, with all the accompanying things which advancing civilization makes necessary to humanity, there are the fields which present the best defined problems, the sharpest contrasts, where the most active mental life is exhibited, where there is the most sin and suffering, and the most active work to alleviate them. It is there where the student must go to study whatever pertains to humanity. Our Colonial ancestors sent their sons to Oxford, London, or Paris to finish their education; and for the past fifty years the great universities of Germany, Austria, and France, have found America not the least prolific field from which to draw young men desiring a higher education. Accordingly in the past we have heard much of Berlin, Heidelberg, Vienna, Prague, and Paris as great educational centres, while America, with the possible exception of the great University at Cambridge, with the literary halo which it seemed to cast around Boston, has had none. This condition has been changed during the past few years, and now instead of turning to Paris and Berlin for Medicine and Law, to Vienna and Heidelberg for Social Science and Mathematics, to Dresden and Florence for Literature and Art, our students go to New York, Chicago, and

Boston. Between these cities we will not attempt to discriminate. We are now interested in New York where every year in its various universities, colleges, and professional schools are found gathered from fifteen to twenty thousand students.

They certainly are a cosmopolitan lot,—generally not remnants or a job lot, nor unsalable stock seeking a market; but the best of goods, imported from every state in the Union and every country on the face of the globe. There are English, French, and Spanish students; Italians, Germans, and Russians; Poles, Scandinavians, Arabians, Armenians, Chinese, and Japanese. During his stay in the city, the writer has become personally acquainted with representatives of all these nationalities among the students. Why do they come to New York? Because they find the schools they want here. Besides two great universities, there are several colleges, three law schools, two or three theological schools, numerous medical schools, dentistry, pharmacy and veterinary schools, several conservatories of music, besides art and trade schools.

Unlike some college cities and towns there is no students' quarter. The students are scattered all over the city, and their distinctive individuality as students is lost in the resident population. This is a safe-guard as well as a danger. It obviates the dangers which attend a large number of students thrown together by themselves; and it presents the danger of students getting into all sorts of boarding-places, and among all kinds of people. There is absolutely no community of interest in the student body as a whole. The nearest approach to it is in the Students' Club, and this is of common interest to but a small part of the Christian men in the various colleges and schools. It is the headquarters of the College branches of the Y. M. C. A., in the city. The Graduate Club of Columbia University brings together a few of the graduate students who belong to it, but the almost entire lack of dormitories in connection with the New York institutions, prevents the close fellowship and student social life which one sees in other colleges. The man who takes his undergraduate work at

any of these institutions loses much that is best in the four years spent at a New England college.

Just as there is a lack in the distinctively college social life so there is a lack in the religious life. The Y. M. C. A. at Columbia, a university with over two thousand students, drags out a wretched existence, it being considered remarkable to have more than thirty in attendance at the regular weekly meeting. The reason, or one of the reasons, is that so large a proportion of the students live at home, have their own church affiliations and do not feel any responsibility for the religious work in college. The churches of the city generally extend a cordial welcome to the students, and naturally it is pleasant to have the privilege of listening to different eminent clergymen Sunday after Sunday; but being a "religious tramp," as a gentleman once expressed it when speaking at the Students' Club, very soon becomes tiresome, and always is unproductive of work in the "tramp."

In the line of literary and educational advantages outside of one's own range of study, the field is almost unlimited. Lectures of the highest order of merit on almost any subject are constantly offered free to those who have the time and inclination to attend them. Usually the time is lacking to take advantage of these opportunities.

From the foregoing it would seem that the undergraduate student in New York, loses the all-around college life which he would get elsewhere. He is thrown into the midst of temptations before he is prepared to meet them. He is surrounded by too many diversions to accomplish the best work. On the other hand, to the student desiring to pursue professional work in Medicine, Social Science, or Law, there is no place in the country which offers so great advantages as New York city.

J. D. MERRIMAN.

Use charity with all; be ever generous in thought and deed; help others along life's thorny path.

SOME OF THE RESULTS OF THE SPANISH-AMERICAN WAR.

THE peace protocol was signed August 12th, and at that time was the Spanish-American war ended. In the brief space of three months had been fought one of the most brilliant wars of all history. In it, has America won imperishable fame, and out of it, will come results which will affect the future social and political history not only of America, but of the whole world. It is a victory for the Anglo-Saxon race and another step along the way of its manifest destiny. The Latin races never have and never can compete with the Anglo-Saxons in the progress of civilization. All along the corridors of time, from earliest history down, stand the Anglo-Saxon mile-stones, each one enlarging the boundaries of freedom and self-government. None but Anglo-Saxons would have undertaken a war for humanity's sake alone. None but Anglo-Saxons would have exhibited such sublime magnanimity to an enemy as we find in striking evidence throughout this war; and, finally, none but Anglo-Saxons would have so generously treated the vanquished and submitted them to so little humiliation at the close of a wholly victorious conflict. For our race this is an epoch-making war. It has disclosed the grand result of the civilization of the ages. It has justified the magnificent work of the closing years of the nineteenth century for the alleviation of suffering, the raising of the oppressed, and the practice of brotherly love.

It will be an encouragement and an inspiration to the future. Coming generations will point with pride to its achievements and will glory in the benefits it will confer upon them. In it, have been some of the most brilliant military events and some of the most sublime instances of bravery ever known; and out of it, have arisen heroes whose counterparts do not exist elsewhere in history.

Not only has it created a strong feeling of union between two of the greatest and most powerful nations on earth, but it has also brought together two sections of our own nation and reunited them in now indissoluble

bonds of a common land, a common blood, and common interests.

It has placed the United States among the greatest powers of the earth in every sense. It has given it a prestige in power and influence. It has added lustre to our arms and placed us in the forefront of skill and diplomacy. It has shown to the world the hitherto unknown spectacle of a great and prosperous nation espousing the cause of a weak and struggling people from purely unselfish motives, with no idea of national aggrandizement, but for the sole purpose of giving freedom to the down-trodden and banishing tyranny and oppression.

From beginning to end the spirit which has animated the war, on our part, has been high and ennobling. Its effects will be far-reaching. It is a victory for right and justice, a sublime triumph for civilization and progress.

JOAN STEARNS, G. A. '96.

GLADSTONE.

OWING to the limited amount of time at my disposal outside of that required for my regular duties, and also to the fact that I cannot write on a subject pertaining to my particular line of work, Civil Engineering, because such a subject would be of no interest to many readers of THE HERALD, I have tried to present a few facts clearly and concisely relating to the life and character of William Ewart Gladstone.

Anyone who has studied carefully into the life and character of this great man, rather than great statesman; anyone who has ever read his speeches, must have been impressed by the element of mystery in his career. This was the reason for attaching special interest to its interpretation by Professor H. M. Stephens of Cornell University who, like Gladstone, is an Oxonian and an Englishman.

This brief sketch is based upon notes which I took at Professor Stephens' lecture.

In opening his address, Professor Stephens emphasized the length of Gladstone's political influence as compared with that of other

prominent statesmen, an influence extending over the great "transition period" of English politics. Gladstone served his country almost unceasingly for sixty-two years. Think of it. There is some reason for speaking of his influence as extending over generations, when we remember that Bismarck and Cavour, the other great European statesmen of this century, were prominent figures for only forty years and seventeen years respectively. In America the national career of perhaps our greatest statesman, Abraham Lincoln, extended over seven years only, from 1858 to 1865.

Gladstone belonged to the middle class, and was educated at Oxford. Immediately upon completing his course there, he entered the field of political activity. Those who exerted the greatest influence in moulding his political opinions were George Canning and Robert Peel. Peel at once recognized Gladstone's ability and became intimately associated with him, but prophesied his political death on the publication, in 1840, of his (Gladstone's) first book, entitled, "The State and its Relation to the Church."

His power of self-conviction and versatility for which he was remarkable throughout his whole life, were illustrated as early as 1845 when he resigned office because he could not, consistently, with his convictions, support a certain measure, although, his convictions having changed, he became its champion a few months later. His opinions upon every subject, except the Church of England, suffered a complete reversal. While he was an earnest upholder of his own church, he did everything in his power to destroy the Irish church. Had he doubted for a moment that his position in this matter was not consistent with the principles of Christianity which he professed and *possessed*, he would never have taken it. "He was absolutely sincere," says Professor Stephens, "in his belief that the Irish church should not exist."

During the fifties, he changed his politics gradually, becoming a Liberal instead of a Tory through an intermediate stage in which he belonged to a faction called Peelites. During the following year, he was associated with Lord Palmerston, with whom, though their

characters were uncongenial, he agreed to work.

His letter to President Davis of the Southern Confederacy, just before the outbreak of the Civil War, in which he congratulated him, seems to have been entirely forgotten by us. In the words of a recent writer on Gladstone, "It is a remarkable tribute to the influence of his character that the American people, who still resent the attitude of England during the Civil War, should forget the letter and partially deify its author."

After his remarkable return to power in 1880, intelligent Englishmen regarded him with fear as to his statesmanship, but with admiration as to his moral character.

Gladstone's attitude toward Ireland was one of the most famous instances of his complete change of opinion. After having for "generations" opposed Home Rule, he suddenly proposed a scheme for re-establishing it. He had many admirers and followers, of course; but the greater number of them who would like to have followed their leader "around the circle", so to speak, were lacking much of the mental agility necessary for such frequent change of policy, for such frequent self-conviction.

Remarkable as Gladstone was in many ways, in one thing he was sadly ignorant—in a knowledge of foreign affairs. He was trained at an educational center which looked with indifference on foreign politics. Gladstone was, at one time, however, associated in office with a man, Lord Palmerston, who, to judge from one of his (Palmerston's) remarks, was the only man in England who knew anything about foreign affairs. On one occasion Palmerston is credited with having said, "Besides God Almighty and a professor in a German University, I am the only man on earth who knows anything at all about foreign affairs." It is hardly necessary to say that this remark of the jovial Palmerston may contain an element of untruth. While Palmerston pretended to know it all, Gladstone had a marked indifference and dislike for both foreign and colonial politics which did him no credit and brought England no glory. As a judge of men he was poor, selecting for Chan-

cellor of the Exchequer at one time, such a man as Lord Granville.

Of all the mistakes made by Gladstone during his long political career, his treatment of Gordon is considered by Englishmen, at least, as the worst. "If ever a man sent another to his death, it was Gladstone when he sent Gordon, a more typical hero than himself, into Egypt," says Professor Stephens.

To sum up briefly, Gladstone was not a typical Englishman. He was remarkable for intense earnestness, sincerity, power of self-conviction, and versatility. "His sincerity may be doubted by historians, but it can never be doubted by those who have heard him speak", I am told, by one who has heard him on various occasions. When discussing any question before the House of Commons, or elsewhere, he thought of that and nothing else. It occupied his whole mind. No one could doubt, at those times, that he believed every word that he said. He is said to have had a magnificent presence as he stood before the House, pouring forth those eloquent sentences for which he is noted, making the most profound and lasting impression of his greatness and power upon his hearers, simply by what he said and the sincere manner in which he said it. He lacked all gesture in his speaking, the absence of which always distinguished the truly great orator. "He knew mankind but was not a judge of men. His friends lived in dread of his virtues. He exercised remarkable control over the minds of his fellow countrymen. He was greater as a man than as a statesman, yet his example will undoubtedly influence deeply all future statesmen."

EDWIN W. GEHRING, G. A. '94.
Cornell University, Ithaca, New York.

WHAT SHALL WE READ?

MANY years ago the wise philosopher, Bacon, told us in one of his masterly essays—the one upon "Studies"—that, "Reading maketh a full man, conference a ready man, and writing an exact man." History proves that civilization has advanced in

accord with the development of an universal taste for all that is good and great in literature, with its use of public conferences or councils for the betterment of the national and social weal, and its willingness to read and approve of writing which depicts the life, manners, and customs of its people, whether that writing be historical, idealistic or realistic.

Together with the resistless onward march of this civilization, ever changing in its life and manner of living, come changes in our literature, and the books of a quarter century in the past do not paint life as it is to-day. The student of literature who wishes to develop for himself a broad and well-balanced mind, a mind capable of appreciating all that he sees around him, is puzzled and perplexed at the outset with the question, What shall I read? And is it any wonder, when we consider that the largest libraries in the world, those at the British Museum, and in the Bibliotheque Nationale at Paris, have each over a million volumes, and our smaller libraries an equipment proportionately great?

No other department of study is more important than that of literature. It not only supplies the mind with knowledge, but also refines it in thought and feeling. Literature embodies the best thought of the world, an acquaintance with which is the essential element of culture.

Knowing these facts, the student is eager to make acquaintance with the best to be had in the literary world, but the college and university graduate is in a quandary as to where he shall begin and as to what he shall select from the many, many books he sees, to read, to study, and to ponder o'er. How much more difficult then is the task for the young academical or high school student! The author of this short letter written for THE HERALD, does not intend to give instruction as to this selection, or to name books and authors worthy of careful study, but if he can suggest to a few of his younger readers the necessity and importance of wide and varied reading, he will, at least, have accomplished something and feel repaid.

Under the present stress of life in America, there are very many persons who would rather be amused than instructed. Without doubt, you and I have this same feeling to a greater or less extent, and, bearing this in mind, it becomes necessary to select books that shall both amuse and instruct. Let us start then with Holmes, for, of all our American writers he has achieved this two-fold end, of amusing and instructing, most fully. Perhaps you are not ready yet for the transcendental idealism of Emerson, and if you are not, you had best leave Emerson alone for a time until you can appreciate him. Read what you can understand and appreciate, and as you continue to advance in the development of a taste for the best books, you will doubtless be surprised to find that it will not be long before you can read and thoroughly enjoy Carlyle, Ruskin, Thackeray, and Emerson.

Perhaps you are not particularly interested in history and think you should read more literature of a historical nature. Don't take down the cumbersome work on history from the shelf and start in with that, for you will get discouraged; but begin with the historical novel and story. Many a dull and listless boy or girl has become an ardent lover of history by listening to a few thrilling stories founded upon historical happenings, or by reading, during a few leisure hours, stories of the wars, and the tales concerning the great men of the past.

Your reading must have variety, but take care that it does not become too discursive. Do you enjoy science? If you do, you must specialize, and when you have made up your mind which branch to pursue, get hold of all that you can bearing upon that particular branch, for you know not when it will be of use to you. Ever remember that some of the world's greatest men have been self-educated. Don't waste time in reading books that simply *amuse* for there are thousands capable of both amusing and instructing, and such books will always be treasured and read because they are written by the world's greatest men and women.

With all your reading, do not neglect your

Bible and your Shakespeare. Unless you are intimately acquainted with the greatest book in the world, you are not educated in literature, history, or language, to say nothing of its ethics, its inspiration, and its teaching of righteousness.

A. G. WILEY, G. A., '91.

Communications.

MONATQUOT SCHOOL,
BRAINTREE, MASS., OCT. 10, 1898.

DEAR STUDENTS OF GOULD'S ACADEMY:—It was with much pleasure that I received an invitation to write to the students with whom I have so recently worked. It is very gratifying to look back over the work of last year and think how pleasantly and earnestly the students labored with me. This determination to do the right thing in the right way, pleasantly, graciously, earnestly, so characteristic of Gould's Academy students, is a great encouragement to your teachers and of unlimited value to yourselves. To my mind, the excellent reputation of Gould's Academy is due, in a measure, to that enthusiastic, earnest school spirit which is with every student.

I congratulate you that you can study and educate yourselves in a town where educational work and its value are so fully realized; I congratulate you that you have before you a corps of teachers who so fully merit your earnest co-operation and respect; I congratulate you that you can move in a society where manliness and womanliness are held in such high esteem.

You little think when you breathe that glorious mountain air or drink the delicious water, that you are filling your systems with a power which will help to learn the conjugation of some troublesome Greek verb, or demonstrate an "original" in Geometry. I think we seldom realize how much our intellectual power and vigor depend upon our health. I am sure that these forces will be rightly fos-

tered in no place better than in Bethel.

In closing, I would leave with you a thought, so finely expressed by Kant, that has been of great help to me: "To develop in each individual all the perfection of which he is susceptible is the object of education."

May every pleasure and success, which you so fully merit, crown the labors of yourselves and of your teachers.

Most cordially yours,

W. STANWOOD FIELD.

ANDOVER, MASS., Oct. 18, 1898.

Editors of the Academy Herald,

DEAR FRIENDS:—Your request is for a letter—"personal or otherwise"—concerning my occupation and surroundings. I hope this letter will be mostly "otherwise". Part of my work is to make weekly visits to Massachusetts Reformatory, at Concord, to assist a little in the religious meetings. It occurs to me that some little account of the place may be of interest.

About thirteen years ago the State prison was removed from Concord to Charlestown, and the Concord prison was converted into a place of punishment for younger and less hardened law-breakers. The name, reformatory, is a key to the purpose and the spirit of the place. Through the so-called "reformatory plan," the State proposes to bring out and develop any genuine "stuff" that may be hidden under the ugly exterior of these young men.

Now, to give a little idea of a prisoner's life at Concord. We will say that his sentence is a "five-years-indefinite," that is, it is not to be over five years, and *may* be very much less. After handing over his belongings to the receiving officer, taking a bath, visiting the barber, receiving a suit of uniform, being measured and having his photograph taken, he is ready to begin his prison life. The others call him a "new fish."

He soon finds that some one is interested in him. The chaplain comes to visit him and asks him to come to the Saturday afternoon meetings. The librarian, a fellow prisoner,

calls at his "room" to see if he would like a book to read. The officers, too, are kind, for the most part.

After two months, if our friend's conduct has been satisfactory, he is allowed to go to the "society" Saturday evenings. It is a pleasure to attend these meetings. To begin with, the hall itself is a beautiful place, brilliantly lighted, and often prettily decorated. On the platform sit the president and other officers—all prisoners. In fact, one soon forgets that all this assembly is behind iron bars. Usually the president opens with a few remarks about what the evening's programme is to be.

As to the parts, they consist of music, instrumental and vocal, papers, recitations, etc. To be sure the music is not always of a classic order. One often hears such selections as "My Girl's a High-born Lady" or "The Prisoner is the Mother of the Girl I Love." But the audience *must* be pleased, of course. When the entertainment is half done, they are given an intermission, when they chat and laugh merrily for ten minutes. By the close of the evening they go to their rooms in the best of spirits.

Perhaps the most impressive sight to a visitor, is the Sunday morning service, when one thousand men march into the chapel, take their proper places, and listen to what the chaplain has to say.

It is also worth one's while to go down into the immense dining room, after chapel, and see them eat clam chowder, no one being allowed to touch a bit of food until the proper number of gongs are struck.

But I must close my letter. Space would fail to tell you about the officers, the discipline, evening schools, trades schools, the shops, the "Our Paper," etc. Suffice it to say that if a young man does not leave Massachusetts Reformatory better fitted to fight the battle of life than when he entered, there is little hope for him.

Wishing continued prosperity to G. A. and the ACADEMY HERALD, I remain,

Faithfully yours,

FRED W. FLOOD.

Quotations Applied.

("The bearing of these observations lies in the application on 'em.")

Deep brown eyes, running over with glee.

Sara Chapman.

Having skill in the turning of phrases.

Maude Thurston.

My heart is light from morn till night.

Florence Carter.

Thy pathway lies among the stars.

Howard Lewis.

We are saved by hope.

Cæsar Class.

I assert that curiosity is not the monopoly of sex.

Cleo Russell.

Good resolutions, like fainting ladies, want to be carried out.

Sara Farwell.

Brevity is the soul of wit.

Morning Quotations.

A beautiful girl with flaxen hair.

Grace Chapman.

I dislike an eye that twinkles like a star.

Lizzie Parker.

Thy modesty's a candle to thy merit.

Belle Purington.

A tender heart; a will inflexible.

Vivian Kelliher.

An ardent lover of woman.

Wallace Goodwin.

Some are born great.

Louis Mercier.

For him the teacher's chair became a throne.

Mr. Hanscom.

None knew thee but to love thee,

None name thee but to praise.

Miss Mayo.

The very pink of perfection.

Jerome Holmes.

As merry as the day is long.

Hester Kimball.

A youth, light hearted and content.

Melville Chapman.

A soft, meek, patient, humble, tranquil spirit.

William Holmes.

Mindful not of herself.

Alma Gehring.

Her voice was but the shadow of a sound.

Maude Chute.

Fair was she to behold, that maiden of seventeen summers.

Henrietta Douglass.

Howe'er it be, it seems to me

'Tis only noble to be good.

Winona Bartlett.

Ye Gods! How they will ask questions!

Teachers.

A man can die but once.

Football-Players.

Alas! our young affections run to waste.

Young Ladies of G. A.

Order is heaven's first law.

Reading Room.

A noble type of good

Heroic womanhood.

Ruby Smith.

Fine words! I wonder where you stole them!

Joseph Lewis.

He's not a man to tamely acquiesce.

Mr. Pratt.

Grave in his aspect and attire,

A man of ancient pedigree.

Robert Bisbee.

Blue were her eyes as the fairy flax,

Her cheeks like the dawn of day.

Beatrice Kelliher.

O Solitude and Silence! bid me learn

A little of your greatness.

Daisy Dixon.

He is a jolly good fellow,

Which nobody can deny.

Merritt Gay.

Thou art a scholar.

Leon Walker.

To know how to be silent is more difficult and more profitable than to know how to speak.

Fenwicke Holmes.

She has two eyes, so soft and brown,

Take care! Take care!

She gives a side glance, and looks down,

Beware! Beware!

Emma Morse.

He had a head to contrive, a tongue to persuade, and a hand to execute mischief.

Alton Richardson.

On her cheek,

Blushes the richness of an autumn sky.

Carrie Wight.

Turn, turn, my wheel! Turn round and round;

Without a pause, without a sound,

Jameson Finney.

A maiden, modest and yet self-possessed,

Youthful and beautiful, and simply dressed.

Anna Carlson.

Many sweet little poems are the outbreaks of momentary feelings.

George French.

I would not have a horse to drive
So fast that folks must stand and stare.

Archie Cushman.

A thin slip of a girl, like a new moon,
Sure to be rounded into beauty soon.

Ethel Sanborn.

His reasons are like two grains of wheat in two
bushels of chaff.

Clifford Merrill.

Pensive nun, devout and pure,
Sober, steadfast and demure.

Adelia Morse.

Scowling and growling will make a man old;
Money and fame at best are beguiling;
Don't be suspicious and selfish and cold—
Try smiling.

Harry Farwell.

My life is given to others, and to this destiny
I submit without a murmur.

Mr. Hanscom.

Never idle a moment, but thrifty and thoughtful of
others.

Miss Purington.

All your strength is in your union,
All your danger is in discord.

G. A. Students.

And when a lady's in the case,
You know all other things give place.

George Ryerson.

His heart is in his work, and the heart
Giveth grace unto every art.

Mr. Spear.

A daughter of the Gods, divinely tall,
And most divinely fair.

Ethel Eames.

Just tall enough to be graceful;
Just dainty enough to please.

Effie Thurston.

Alas, regardless of their doom,
The little victims play;
They have no sense of ills to come,
No care beyond to-day.

Freshmen.

Don't hate men when their hands are hard,
And patches make their garments whole;
A man whose clothes are spick and span
May wear big patches on his soul.
Don't hate a man because his coat
Does not conform to fashion's art;
A man may wear a full-dress suit,
And have a ragamuffin heart.
This, my good friend, is not the work for you;
So leave all this for smaller men to do.

SAM WALTER FOSS.

School Notes.

Eighty-two students.

Each student should do something to help
win that much-needed Electric Clock.

Jameson's Dictionary of United States History has been added to the Academy Library.

A contribution of sufficient money to purchase seats for Academy Hall would be gratefully received.

The students were given two afternoons instead of one whole day to attend the fair at Riverside Park.

WANTED—A hair mattress to place in the lower hall for certain students to land upon when they amuse themselves (and others) by falling down stairs.

A member of the Beginners Latin class has discovered that there are six genders: Nominative, Genitive, Dative, Accusative, Vocative, Ablative, and the remnants of a seventh, called the Locative.

George Blake of Oxford, who attended the Academy last year, has been in Bethel for two weeks in the store of Edward King. Mr. Blake hopes to return to school at the opening of the winter term, and to graduate with the class of '99.

Cora Farwell, Edith Abbott, and Mabel Shaw of the Senior class are absent from school, teaching Young America to shoot his ideas in a proper and becoming manner. They will return to their work at G. A. when the winter term opens.

All students who succeed in getting an average daily rank of 90 per cent. or above, for the last half term, will be excused from the written examinations. This is being tried simply as an experiment, and if found to work well, the plan will be permanently adopted.

Miss Mae Wiley recently presented to the Academy, an arrow-head and a fossil brought by Lieut. Peary from Disco Island, a small

island situated off the coast of Greenland in Disco Bay. We wish herewith to thank Miss Wiley for her kindness and thoughtfulness of our interests.

"His head was jammed into the sand,
His arms were broke in twain,
Three ribs were snapped, four teeth were gone,
He ne'er would walk again.
His lips moved slow, I stooped to hear
The whispers he let fall;
His voice was weak, but this I heard:
'Old man, who got the ball?'"

This term's list of new students is as follows:

Ethel Eames,
Grace Farwell,
Emma Morse,
Melville Chapman,
Adrian Grover,
Chandler Godwin,
Madeline Kelliher,
Joseph Lewis,
Howard Lewis,
Edwin Martin,
Susie Plaisted,
Alice Shaw,
Grace Swan,
Jennie Swan,
Arthur Watson,
Carrie Wight,
Anna Carlson,
Grace Chapman,
Alma Gehring,
Susie Hutchins,
Geneva Hutchins,
Clifford Merrill,
Philip Maher,
Louis Mercier,
Widd Twaddle,
Walter Holmes,
Jerome Holmes,
Carolyn Harrington.

SCHOOL WALK.

In accordance with a time-honored custom, we had our school walk on the afternoon of October 13. School kept until intermission and then we all sallied forth, with the exception of our football eleven, who remained behind, thinking to win more honors on the gridiron than in Paradise, toward which we

wended our eager steps. Having promised to return to the village before five o'clock, we reached the "Common" in time to see the football team practise, and then went home, well satisfied with our afternoon's pleasure, and more than ever impressed with the beauty of our little village.

BASEBALL.

For several years previous to 1898, there had been no baseball team to represent Gould's Academy; but at the beginning of last spring term, a club was formed. Merle Holt was elected captain of the team, and Leon Walker, manager. Several games were played with fairly good success. The positions were filled as follows:

Field, 1 b.,
Holt, 2 b.,
Walker, s. s.,
Smith, 3 b.,
Richardson, r. f.,
Blake, c. f.,
Bryant, l. f.,
Bean, c.,
French, p.

FOOTBALL.

For the first time in her history, Gould's Academy has a football team. Not only is this an innovation to the school, but to the village as well. A beginning was made early in the term with Merrill, Bowdoin 1900, as coach; and, since that time, the pursuit of wisdom has daily given place, at four o'clock, to the pursuit of the pigskin. The line-up is as follows:

Left End, Pratt.
Left Tackle, French.
Left Guard, Gay.
Center, Cushman.
Right Guard, Watson.
Right Tackle, L. Holmes.
Right End, W. Holmes.
Quarterback, Bisbee, Mgr.
Left Halfback, Farwell.
Right Halfback, Goodwin.
Fullback, Walker, Capt.
Substitutes, Mason, Merrow, C. Holmes, Martin.

THE DRAMA.

A drama, entitled "Imogene, or the Witch's Secret," is being prepared by the students under the direction of Miss Mayo, and will be presented in the near future.

The cast of characters is as follows:

IMOGENE,	VIVIAN J. KELLIHER
Mrs. Mansfield,	Beatrice E. Kelliher
Mother Mundy, the Witch of Dismal Hollow,	Sara Chapman
Susie, Mrs. Mansfield's Maid,	Florence Carter
Snooks, a Newsboy,	Edwin L. Harvey
Charles Mansfield,	Leon V. Walker
Dr. Harris,	Robert C. Bisbee
Deacon Austin, Mrs. Mansfield's Uncle,	Wallace Goodwin
James Reed, an Attorney,	George H. French
Dennis O'Brien, Mansfield's Valet,	Charles Holmes
Waiter,	William H. Holmes

GOULD'S ACADEMY SOCIAL.

One of the pleasant features of school life is its social obligations, and an evening spent socially is always anticipated by Gould's Academy students. The first social of the term was held in Academy Hall, September 13. Several evenings previous, lights were seen in the belfry windows that gave the signal of mysterious undertakings, to the passers-by. The metallic sound of hammers, and the occasional tramp of feet gave evidence of the execution of some bewildering plan.

When the doors of Academy Hall were thrown open, on the evening of the social, a large company of young people eagerly hurried up the stairs and found themselves—was it in the realm of the rainbow fairy?—in a brilliantly lighted room, hung very gracefully with soft folds of yellow and blue bunting, the school colors. The pillars assumed an added dignity sheathed in the hues of gold and azure, and the ceiling was hardly visible above the long festoons that met and crossed only to meet and cross again.

Beneath an artistic draping, stood the matrons to give an added welcome to the young people, while to one side was grouped the Bethel Orchestra. At the close of the first march, the orchestra leading, the students sang "America" with true patriotic earnestness.

The Social Committee had prepared a most

enjoyable program for the evening, of games and marches, and the hall echoed with the hum of the merry-makers.

All too soon it came time for the "good nights" to be said, and the first social of the new school year had vanished, to be hung upon the walls of memory as a beautiful picture framed in azure and gold.

A REFLECTION.

Note,—

A few lines indicative of the good fellowship and respect in which Miss Jessie Hazen was held by the teachers and students of Gould's Academy.

Nothing ever rivals in enduring charm, the beauty of a life whose manifest aim is the perfection of a noble, godlike character.

In the personality of the fair young girl who first became affiliated with our honored school little less than a year ago, we had the advent of one whose presence among all was quiet, modestly unassuming, and yet, withal, as resplendent with qualities of good scholarship, and pure, loyal affection as the unheralded appearance of the golden stars of a summer's night when,

"Silently, one by one, in the infinite meadows of
heaven,

Blossom the lovely stars, the forget-me-nots of the
angels."

And I am sure we do regard her, as do the angels the bright stars, one, indeed, not-to-be-forgotten.

The memory of her walk here on earth will be, so long as reason and love for the Christlike remains in us, a hallowed and uplifting influence toward the Great Example whose eternal truth is now, to her, perfectly revealed.

And may we as fully catch the spirit which ever animated her soul, as the surface of a mountain lake reflects the great physical illuminator of the world.

E. H. PRATT.

* * * * *

At a meeting of the Junior Class, called for the purpose, the following resolutions were adopted:—

WHEREAS, In His infinite wisdom, it has pleased our Heavenly Father to call from our

midst our beloved schoolmate, Jessie L. Hazen, and

WHEREAS, the students of Gould's Academy, and especially the members of the class of 1900, of which Miss Hazen was a loved and valued member, wish to express in a fitting manner the deep feelings of sadness which her death has caused, therefore be it

RESOLVED, *That* while we bow in submission to the will of Him who doeth all things well, yet we miss the happy face and pleasant voice and note the vacant seat in our school-room with sad hearts.

RESOLVED, *That* we extend our heartfelt sympathy to the sorrowing family in their hour of affliction, and be it also

RESOLVED, *That* a copy of these resolutions be sent to the bereaved parents, and that they be printed in the Academy HERALD.

CHAS. H. HOLMES,	} Committee
BARBARA A. CARTER,	
MAUD L. THURSTON,	
	on
	Resolutions,
	Class of 1900.

Bethel, Me., Nov. 4, 1898.

GRADUATION ENTERTAINMENT OF GOULD'S ACADEMY.

Note.—

As this is the first issue of THE HERALD since the close of the spring term, it seems fitting that some mention be made in these columns of the graduation entertainment which was given in Odeon Hall on the evening of June 10, '98. We take the following report of same from the Bethel News.

Odeon Hall was radiant with "Old Glory" last Friday evening, it being the occasion of the graduation entertainment of Gould's Academy.

While the school has been in a flourishing condition the past year, yet there was but one pupil to be graduated; therefore the exercises were not of the regular style, but were, however, of a varied and interesting character.

At half past eight, Miss Alice Billings, the efficient teacher of music at the Academy for the past year, struck the first chords of a march. Instantly the hum of voices ceased, and all attention was given to the rear of the hall, where were assembled the pupils of the

school, who were about to take the seats reserved for them. The classes came in under the leadership of Leon V. Walker, each one indicated by a banner of its class colors.

After an overture by Miss Billings, Rev. F. E. Barton very feelingly invoked the Divine Blessing.

Then followed a reading, "The Tiger Lily's Race," by Miss Nellie M. Hayes. Her rendition of this selection was very graphic, and, as her story grew in interest, the interest of her audience grew, until many could almost see the victory accomplished by the favorite steed, as he passed under the wire. Miss Hayes may feel that her effort toward the evening's entertainment was fully appreciated.

The Principal of the school is a firm believer in *physical* training as well as mental, and that no effort has been spared in this direction, was evident to all who were fortunate enough to witness the athletic features of the program. Perhaps we may be pardoned, if we do feel more than proud of the manly boys of this school, but our hearts certainly swelled with pride, as we saw the drills executed with that precision that can come only from faithfulness to careful instructions. Messrs. Walker and French in "Fencing with Foils," in our estimation, went beyond any efforts of theirs in the past, while "The Charge of the Light Brigade," by ten boys, held us breathless; the boys came upon the stage from either side, and, after a military drill, divided into three rows of three boys each, with Mr. Chas. H. Holmes on the right. His declamation of the well-known poem, would, of itself, have been a treat, but, with every gesture of the declaimer answered by the nine associates, enthusiasm was aroused, and the hearty applause at the close showed that all were delighted with the exercise.

The event of the evening was the debate of the question: Resolved, That Cuba should be annexed to the United States. Merritt B. Gay and Chas. H. Holmes of the class of 1900, affirmative; Merle J. Holt and Leon V. Walker class of '99, negative. All attention was given to the discussion, and the arguments by both sides showed thought, study, and a general knowledge of the events of the

present time as regards our position with Cuba; each disputant delivered his part in a convincing manner, seemingly clinching each argument beyond contention and at the close we were glad that *we* were not to decide the question; that task had been left to our townsmen, Rev. F. E. Barton, Ellery C. Park, Esq., and Supt. E. C. Bowler, who decided in favor of Messrs. Holmes and Gay.

The members of this class have not the least conceit in themselves, so were completely taken by surprise at the decision, but one bright young miss bethought herself in a minute, and, during the applause, following the announcement of the decision, obtained Mr. Hanscom's permission for the class to give its yell, thus:

Hully gee! Who are we?
Are we naughty? N-I-T.
We are naughty naughts, ha, ha!
1900, Rah! Rah!! Rah!!!

The vocal selections of the evening were by the Academy quartettes and by Mrs. J. D. Holt of Berlin. We have all heard the students; we are always pleased with them, and, as these were their parting songs to us for a while, we could but drink in each note, feeling meanwhile that our village is and has been especially favored in the musical line.

Mrs. J. D. Holt is a contralto of renown in her own State and her selections were very pleasing to our people; she kindly responded to a hearty encore.

The essay by Gerry L. Brooks, "The Greatest Man America has Produced," brought vividly to us the noble man who said "In the face of the world I swear fidelity to the just cause, as I deem it, of the land of my life, my liberty, and my love"—Abraham Lincoln. This essay showed the preparation and thought such as those who know the sterling qualities of Mr. Brooks have come to expect from his efforts; as he leaves the school to enter upon new duties, he carries with him not only the God-speed of his fellow-pupils and teachers, but also of the many friends he has made during his stay among us.

All who attended the prize speaking contest last February, remember the very credit-

able efforts of Mr. Geo. Blake, and in his declamation of this evening, "The Honor of the Woods" he excelled, if possible, his previous efforts.

The Star Spangled Banner in Pantomime was one of Miss Mayo's original ideas. We have come to look upon this popular teacher as authority in elocutionary work and expected something more than ordinary for this part of the program. Seven young ladies in white gowns and bearing flags stepped upon the stage at the first notes of the "Star Spangled Banner," and as the words of the national air were sounded through the hall by the rich, full voice of Miss Florence Carter, the passion of the gem was manifested by the young ladies, and

"Grace was in all their steps; heaven in their eyes,
In every gesture dignity and love."

It was pleasing, it was charming, and all credit should be given Miss Mayo and the young ladies for their very successful efforts.

After this exercise, Mr. Hanscom in well selected words conferred the diploma and the work of Gould's Academy for the year of '98 ended, and we looked with dim eyes into the great beyond, knowing full well that He who has made our school a factor of right in the past will sustain and encourage in the future.

Exchanges.

Within the last few years a great advance has been made in a very important agency for good, the publication of the school paper. For a long time the need of something to introduce the many schools to each other, has been felt, and is, in part, supplied by the school magazine.

The High School Breccia, The Recorder, the Stranger, the Ellsworth Recorder are well worth the reading. They are interesting as well as instructive.

The Amaracus is edited with ability, and shows a sympathy with the pleasures of young people, and a clear outlook for their welfare.

The Ariel, the Winthropian, the Scroll, the Tripod, the Racquet, the Messenger, we have carefully examined, and have found in them little to censure, but much to praise.

"One swallow does not make a summer,"

A long forgotten poet sings;

But I have seen one small grasshopper

Make half a dozen springs."

Ex.

The Chronicle certainly merits success.

The Wreath and the Pharetran are papers of high standard.

The Phillippian is a bright magazine. We congratulate the editors upon their success.

The Bates Student is full of choice selections among which is "An Old Shoe" which afforded us much merriment.

The Washington Academy Record is the young monarch of the "literary wood".

Let us all read carefully the article, "The Influence of the Study of Philosophy upon Imagination and Style," in the February number of the Racquet.

Every number of the Bowdoin Orient contains much valuable information.

HIGH SCHOOL DICTIONARY.

Pony—A beast of burden used by students when travelling in unexplored lands.

Senior—One who rides a pony in the race for a sheepskin.

Junior—One who knows it all and tries to teach the faculty.

Val-e-dic-to-ri-an—A wind instrument belonging to the graduating class.

Quiz—An instrument of torture which teachers delight in using on pupils.

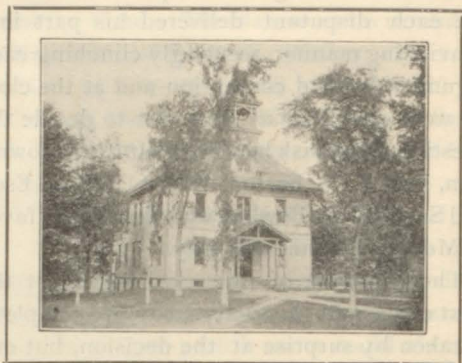
Faculty—A troublesome organization which interferes with students' enterprises.

Com-mence-ment—The end.—A revival of the tortures of the Middle Ages.

Ex.

When you've got a thing to say,
Say it; don't take half a day.
When your tale's got a little in it,
Crowd the whole thing in a minute.
Life is short—a fleeting vapor—
Don't you fill an eight page paper
With a tale, which in a pinch,
Could be crowded in an inch!
Boil it down until it simmers,
Polish it until it glimmers.
When you've got a thing to say,
Say it; don't take half a day.

—Ex.



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